

4 month reporting date 5/22/08 received 5/18/2007  
8 month reporting date 9/22/08 received 9/18/07  
Closed 9/18/07

## Corsica School District Improvement Plan/Progress Report Form

### Principle : 3 – Appropriate Evaluation

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:25:04.02. Determination of needed evaluation data.**

(2) Based on the above review and input from the student's parents, identify what additional data, if any, are needed to determine:

- (a) Whether the student has a particular category of disability as described in this article;
- (b) The present levels of performance and educational needs of the student; and
- (c) Whether the student needs special education and related services.

Through a review of student records, parent input into the evaluation process was not consistently documented.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures appropriate written notice and informed consent is provided before assessments are administered to a child as part of the evaluation or reevaluation.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Parent input into evaluation will be documented 100% of the time.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
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<p>1. What will the district do to improve?          The district will establish a consistent procedure and document parent input into the evaluation or reevaluation process 100% of the time.</p> <p>What data will be given to SEP to verify this objective?          The district will review all files of students initially evaluated or reevaluated during the reporting period and report to SEP the total number of files reviewed and the total number in which parent input into the evaluation was documented.</p>	<p>May 15, 2007</p>	<p>Special Education Director and Special Education Teacher</p>	<p>Goal Met</p>
<p>Please explain the data (4 month) The Corsica School District special education staff reviewed 3 student files. In all three files, parent input into the evaluation was documented.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

**Principle: 5 – Individual Education Program**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:27:01.03. Content of individualized education program**

Each student's individualized education program shall include:

- (a) Meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum; and
- (b) Meeting each of the student's other educational needs that result from the student's disability;

Through file review and interview, the monitoring team concluded the district's procedures from evaluation through the development of the IEP did not consistently address all the identified needs to enable a student to progress in the general curriculum. This resulted in skill areas affected by the student's disability that were left unaddressed by the IEP team. For example, a student identified as a student with a specific learning disability was eligible in the areas of written expression, oral expression, written language and reading comprehension. The multidisciplinary team written report evaluation summary only stated the eligible area to be reading. Goals developed in the IEP addressed listening and reading comprehension only.

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<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families. <a href="#">The district ensures that IEPs are developed to confer benefit to the child</a>			
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>  <a href="#">IEPs will contain goals in the skill areas affected by the disability.</a>			
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>Record Date Objective was Completed</b>
1. What will the district do to improve? <a href="#">The district will review this students evaluation results and if necessary, revise the MDT/Eligibility information to include all areas of disability and amend the IEP.</a>  What data will be given to SEP to verify this objective? <a href="#">The district will submit to SEP a written summary of the action taken and a summary of the IEP teams decisions regarding this student IEP.</a>	February 15, 2007	Students IEP Team And School Psychologist	Goal Met
Please explain the data (4 month) A IEP team meeting was held on February 2, 2007 with the parent to amend the IEP. A new MDT report was written to include all areas of disability and goals were added to the IEP in the area of written language.			
Please explain the data (8 month)			
Please explain the data (12 month)			

**Principle: 5 – Individual Education Program**

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**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

[ARSD 24:05:27:01.03 Content of individualized education program \(IEP\)](#)

[Present level of academic achievement and functional performance and annual goals](#)

A student's IEP must contain present levels of academic achievement and functional performance based upon the skill areas affected by the student's identified disability. The present levels of academic achievement and functional performance (PLAAFPs) are based upon the functional assessment information gathered during the comprehensive evaluation process.

Through a review of student records, the monitoring team found student files lacked the required content in the PLAAFPs (i.e. specific skill area(s) affected by the student's disability including transition, strengths and needs). File reviews indicated functional assessments are not completed to acquire the sufficient skill-based information needed to develop present levels of academic achievement and functional performance in the areas of disability.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

[The district ensures the IEP will contain all required content.](#)

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

[All PLAAFPs will consistently contain strength and needs in the skill areas affected by the disability.](#)

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

1. What will the district do to improve?  
[All staff providing special education services in the district will receive training on collecting skill based functional assessment information for the PLAAFPS.](#)

What data will be given to SEP to verify this objective?  
[The district will submit to SEP the name of the individual who provided the training, date of training and list of participants.](#)

**Timeline for Completion**

[April 1, 2007](#)

**Person(s) Responsible**

[Special  
Education  
Staff  
&  
Administrators](#)

**Record Date Objective was Completed**

Goal Met

4 month reporting date 5/22/08 received 5/18/2007  
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Please explain the data (4 month) On March 22, 2007 Natalie Wright and Lorisa Broughton attended a workshop held at the Mid-Central Cooperative in Platte, South Dakota. Presenters were Penny McCormick, Steve Gilles, Valarie Johnson and Beverly Peterson. Topics of the workshop included transition, functional assessment information for the PLAAFPS and selecting and implementing accommodations.

Please explain the data (8 month)

Please explain the data (12 month)

<p>2. What will the district do to improve?          The district will consistently include a student's strength and needs in the areas of disability in the PLAFP.</p> <p>What data will be given to SEP to verify this objective?          The district will review all IEPs following an initial evaluation or reevaluation and report to SEP the total number of students files reviewed and the number that contained strength and needs in the PLAAFPs in the skill areas affected by the disability.</p>	<p>September 15, 2007</p>	<p>Special Education Director and Special Education Teacher</p>	<p><b>Goal Met 9/18/07</b></p>
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Please explain the data (4 month)  
 The district reviewed 2 files. Both of those files included the strengths and needs in the PLAAFPs in the skill area affected by the disability.

Please explain the data (8 month)  
 The district reviewed 3 files. All files included the strengths and needs in the PLAAFPS in the skill area affected by the disability.

Please explain the data (12 month)

**Principle: 5 – Individual Education Program**

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**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:27:01.03. Content of individualized education program**

Each student's individualized education program shall include:

(9) For each student beginning at age 16 or younger, if determined appropriate by the placement committee, a statement of the needed transition services, as defined in § 24:05:27:13.02, including, as applicable, interagency responsibilities or any needed linkages.

**CFR 300.34 Transition Services**

(a) Transition services mean a coordinated set of activities for a child with disability that is designed to be within a results oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education vocational education, integrated employment, continuing and adult education, adult services, independent living, or community participation.

Through interview and a review of student records, IEPs did not consistently include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the students to meet their post secondary goals.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the IEP will contain all required content.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The IEPs for all transition students will reflect an outcome oriented process.

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for  
Completion**

**Person(s)  
Responsible**

**Record Date Objective was  
Completed**

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<p>1. What will the district do to improve?  <b>Technical Assistance from the district regional liaison representative will be provided to special education staff on transition procedure for students on an IEP.</b></p> <p>What data will be given to SEP to verify this objective?  <b>The district will submit to SEP the date, time and the recipients of the technical assistance.</b></p>	<p>April 15, 2007</p>	<p>District Special Education Staff</p>	<p>Goal Met</p>
<p>Please explain the data (4 month) Bev Peterson presented technical assistance for transition procedures for students on an IEP on March 22, 2007 at Mid-Central Cooperative in Platte, South Dakota. Participants were Natalie Wright and Lorisa Broughton.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			
<p>2. What will the district do to improve?  <b>All IEPs written for students of transition age will reflect a coordinated set of activities, student strengths and interests to prepare them for post school activities.</b></p> <p>What data will be given to SEP to verify this objective?  <b>The district special education staff and director will review all transition IEPs written during the progress reporting period and report to SEP the total number of IEPs reviewed and the number that met requirements.</b></p> <p style="text-align: center;">Or</p> <p><b>If there is not a student requiring transition planning a sample IEP will be developed by the special education teacher and submitted to SEP.</b></p>	<p>September 15, 2007</p>	<p>District Special Education Staff</p>	<p><b>Goal Met 9/18/07</b></p>

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Closed 9/18/07

Please explain the data (4 month)

Two district staff reviewed the 2 IEPs that were written since the in-service training on March 22, 2007. Both IEPs met the requirements for a coordinated set of activities, student strengths and interests to prepare them for post school activities.

Please explain the data (8 month) The district reviewed 1 IEP. The IEP met the requirements for a coordinated set of activities, student strengths and interests to prepare them for post school activities.

Please explain the data (12 month)